

What Is Expected of a Student Teacher?

1. Be prepared with necessary supplies and materials.
2. ALL lesson plans are due at 8:00 a.m. Friday morning. Any revisions are due at 8:00 a.m. Monday morning.
3. It is always better to have more/too much work for the class than not enough. Be flexible, be prepared, and be realistic. This helps to eliminate wasted class time.
4. All papers should be graded and marked with the grade on top. Organize the papers by subject and assignment and then give to the cooperating teacher to record in his/her grade book.
5. Be excited and informed about what you are teaching. If you are bored, then the students are sure to be bored.
6. Have fun (within reason) with the class! If you are having fun, then they are more likely to be having fun while learning at the same time.
7. If the lesson is not going well, vary or modify the activities during the lesson. (Warning: This is easier said than done!) Self-evaluation while teaching is important.
8. Learn new/difficult signs before you teach the lesson.
9. All handouts, worksheets, and tests need to be neat and easy to read. Work should be presented in a manner that is serious and professional. If you don't take the handout, worksheet, or test seriously, why should the students?
10. Follow through. If you say you will do it, then do it. (Especially when dealing with discipline.)
11. A few important words to live by when teaching:

Tell me and I forget.

Show me and I remember.

Involve me and I understand.

(forwarded by Anne Darr
Deaf Education Teacher)

In Mainstream Program

Classroom Teacher	Deaf Education Teacher
1. Use school procedures to report when the student is absent or tardy.	1. Follow up and give assistance if the student has problems getting to class on time.
2. Make sure the student brings any auditory equipment you may need.	2. Explain to the teacher how the auditory system the student will be using works. Facilitate the proper placement and use of any auditory equipment.
3. Help the student and interpreter find an appropriate place to sit.	3. Assist the teacher with the room structure or seating arrangement.
4. Introduce the interpreter (and notetaker, if there is one) to the class. Speak directly to the student when you are asking the student a question. Use the interpreter to reverse-interpret the student's answers when needed.	4. Explain to the classroom teacher how to use an interpreter. Maintain contact and provide assistance as needed. Explain the notetaking process to the notetaker and supply notetaking paper if needed.
5. Remember that you are responsible for all of the students in the class. Do not expect the interpreter to assume any of your instructional responsibilities. Include the deaf student in class discussions. Use the blackboard whenever possible for printed data or information the student is expected to learn. Contact the deaf education teacher directly if any problems develop.	5. Give the classroom teacher information on deafness and on instructional techniques that may be helpful. Maintain weekly contact with the teacher to monitor the student's progress and placement. Assist the teacher with any problems that occur.
6. Support all efforts the deaf student makes and let the student know that he or she is responsible for learning the material. Unless otherwise arranged, expect the same work from all students. Make sure all work turned in is the student's work. Schedule a conference with the student if you suspect otherwise.	6. Meet with the interpreter and any aide or tutor. Make it clear that they are not to do the work for the student. Ask the interpreter if the student wants extra help.
7. Respond directly to the student's questions. Maintain contact with the deaf education teacher and request assistance for the student if needed.	7. Monitor the degree of help the student is requesting and help arrange for assistance from the teacher or an aide or tutor if needed.
8. Encourage the deaf student to participate in class discussions. Answer the student's question directly.	8. Consult with the teacher to monitor the student's progress.
9. Write required projects, assignments, and tests on the blackboard or on handout sheets whenever possible so the deaf student has a visual reminder.	9. Identify ways the teacher can post information for all students and remind the deaf student of his or her responsibilities. Communicate these suggestions to the teacher.
10. Do not expect the interpreter to discipline the student for you. Determine the procedure the interpreter should follow and explain this to the interpreter.	10. Be sure the teacher expects the student to follow all rules. Encourage the teacher and student to discuss any problems with you.